



RHODE ISLAND

The Afterschool Investments project is developing profiles for each state to provide a snapshot of the “state of afterschool,” as well as an opportunity to compare afterschool activities across the country. This profile provides key data and descriptions of the afterschool landscape, which includes a range of out-of-school time programming that can occur before and afterschool, on weekends, and during summer months. It is designed to serve as a resource for policymakers, administrators, and providers.

Statewide Initiatives

► **Article 31—Urban After School.** Rhode Island’s 1997 school reform legislation, known as Article 31, includes a set aside of additional resources that allow urban school districts to dedicate a portion of their state funding to provide afterschool programs in the schools. In addition, The Rhode Island Department of Education has developed preliminary outcomes, indicators, and guidance to assist schools in developing programs and has worked with the state Department of Human Services to leverage more funds for these urban districts.

For more information, see www.ridoe.net/edpolicy/Article31.htm#16-7.1-17

► **Expansion of CCDF Eligibility Through Age 15.** Under state law, Rhode Island guarantees child care assistance for families meeting income requirements. Beginning in 1998 with the state’s Starting Right initiative, Rhode Island has committed additional state funds to its Child Care and Development Fund (CCDF) dollars to expand eligibility for subsidies to children through age 15. Currently, efforts are focused on providing technical assistance to the providers working with children ages 9 to 12 to teach them to help parents understand the value of maintaining the children’s status with the subsidy program.

For more information, see <http://www.dhs.state.ri.us/dhs/press/strtrght.htm>

Quick Facts

Demographics

Total population:1,048,319

Number of children
ages 5-12:116,011

Percent of population:11%

Percent of students eligible
for free and reduced-price
lunch:33.6%

Percent of K-12 students in Title I
“Schoolwide” schools:23. %

For more demographic information,
visit [http://nccic.org/statedata/
statepro/rhodeisl.html](http://nccic.org/statedata/statepro/rhodeisl.html)

Child Care and
Development Fund (CCDF)• CCDF Administrative
Overview

Administering agency:
Rhode Island Department of
Human Services

Total estimated FFY03
federal and state
CCDF funds:\$27,098,264

FFY03 total federal
share:\$17,579,420

FFY03 state MOE plus
match:\$9,518,844

FFY03 School Age & Resource and
Referral Earmark:\$49,779

FFY02 Total Quality
Expenditures:\$857,461

Percent of children receiving
CCDF subsidies who are
ages 5-12:48.5%



U.S. Department of Health and Human Services
Administration for Children and Families, Child Care Bureau



► **Statewide Afterschool Network.** The United Way of Rhode Island is the lead agency responsible for a grant from the C.S. Mott Foundation to establish a statewide afterschool network. This diverse network consists of representatives from the Rhode Island Departments of Education, Human Services, Health, Mental Health, and Parks and Recreation, as well as provider groups, child advocacy groups, and community-based organizations. The network's goals are to increase the quality of afterschool programs, foster development of public policy to support an afterschool infrastructure in the state, and secure sustainable funding for afterschool. Recently, the Governor's Office and the United Way sponsored a public engagement summit; over 300 stakeholders from across the state attended.

► **SAMHSA State Incentive Grant (SIG).** In 2001, Rhode Island received a three-year \$3 million incentive grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement effective substance abuse prevention models targeted at youth. The goals of the program are to coordinate all substance abuse prevention funding streams within the state and to develop a comprehensive statewide strategy to reduce youth drug use. The governor has given the lead responsibility for this effort to the state's Children's Cabinet, made up of department directors and responsible for addressing all cross-departmental issues that relate to children's needs and services. They have used these funds to provide grants to communities supporting drug abuse prevention; some grantees are afterschool programs. Recently, the Youth Development Advisory Committee in the Governor's cabinet merged with the SIG commission to form the Youth Success Cluster Committee. This committee includes a cross section of stakeholders, including afterschool providers, interested in supporting youth development technical assistance across the state.

► **Community Schools Rhode Island.** Community Schools Rhode Island is an initiative sponsored by the United Way of Rhode Island to develop community schools in Newport, Pawtucket, Providence, West Warwick, and Central Falls. Its primary strategy has been to support the creation of high quality, enriching programs for middle school youth during school and during the out-of-school hours. The initiative stresses collaboration between schools and community-based organizations with the goal of supporting academic achievement and positive youth development. The United Way has committed over \$1 million to this initiative, which was matched by the Nellie Mae Education Foundation. The Rhode Island Department of Education, the Department of Human Services, the Annie E. Casey Foundation, the Wallace Foundation, and Brooks Pharmacy have also committed resources to this initiative.

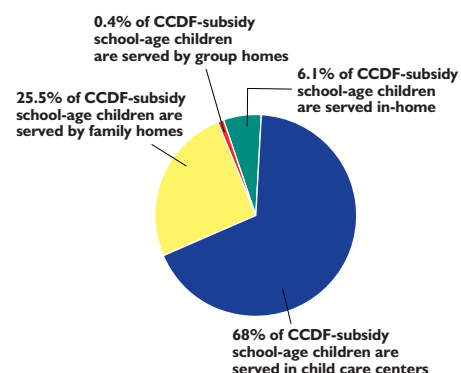
For more information, see <http://www.uwri.org/csri.cfm>

Notable Local Initiatives

► **Learning in Communities.** Providence currently operates youth violence prevention programs in the Capital City Community Centers for the students of Esek Hopkins and Samuel Bridgman Middle Schools. At Hopkins, the program is called VIBE (Violence Is Bad Education); at Bridgman, the program is called ITV (I'm Tired of Violence). Through a mixture of established national curricula (such as LifeSkills and Project Adventure) and projects initiated by the students themselves, the programs are geared to help students curb issues such as youth violence and substance abuse while, at the same time, building competency in vital life/social skills (such as cooperation, leadership, self-esteem, problem-solving, responsibility, and assertiveness). Students involved in the program have participated in a number of activities, such as the

Quick Facts (continued)

• Settings



• Uses of CCDF Earmarks and Quality Dollars for Afterschool

"Resource and referral and school-age" earmark:

Funds may support CHILDSPAN, Rhode Island's professional development network, and the School-Age Accreditation project, which helps school-age programs achieve accreditation through that National AfterSchool Association (NAA). Funds may also support the Community Schools Initiative, a public-private partnership with the United Way of Rhode Island to expand and improve the quality of out-of-school time programming for middle school-age children in five urban communities. Additionally, the state has entered into an interagency agreement with the Department of Children, Youth, and Families to provide funds to support additional licensing staff and improved technology.

Other quality activities:

Funds may be used to support the Rhode Island Child Care Policy Research Partnership (RI CCPRP), a group that advises the state on how to improve and enhance access, quality, and affordability of child care for children ages 0-16 through analysis of existing data.

• Provider Reimbursement Rates and Family Copayments

Label assigned by state for school-age rate category:School-age

Maximum rate for center-based school-age category: ..\$135.00/week

Notes: Rates are Statewide

creation of a school-wide newsletter, anti-bullying posters, anti-violence poetry, and original storybooks for younger children. The program's intended goal is to have students assert themselves as leaders in the nationwide campaign against youth violence.

- **Providence After-School Alliance (PASA):** Funded through a five-year, \$5 million grant from the Wallace Foundation and a \$1 million donation from the Bank of America, the Providence After-School Alliance was established in July 2004 as a public-private partnership whose goal is to transform the system of out-of-school time learning for Rhode Island children and families. PASA is the result of a comprehensive planning process led by Mayor David Cicilline and Rhode Island KidsCount, that brought together more than a hundred leaders from government, business, philanthropy, and the community.

Statewide Organizations

Statewide Child Care Resource & Referral Network:

Options for Working Parents

30 Exchange Terrace

Providence, RI 02903

Phone: 401-621-6113

Web: www.optionsforworkingparents.com

Additional Resources

State Child Care Administrators:

<http://nccic.org/statedata/dirs/devfund.html>

State TANF Contacts:

http://www.acf.hhs.gov/programs/ofa/hs_dir2.htm

21st Century Community Learning Centers Contacts:

<http://www.ed.gov/programs/21stcclc/contacts.html>

Quick Facts (continued)

Standardized monthly center-based school-age rate\$540

Is "time in care" a factor in determining family copayment for school-age care?

Yes, based on hours in care per week

Temporary Assistance for Needy Families (TANF) and Child Care

FFY02 state TANF transfer to

CCDF:\$0

FFY02 TANF direct spending on

child care:\$0

Program Licensing and Accreditation Policies

Are there separate school-age

licensing standards?Yes

Are school-operated programs exempt from licensing standards?

Yes, but licensed providers operating in a school are not exempt.

Ratio of children to adults in school-age settings:

5 years2:1

6 years & over13:1

Number of National AfterSchool Association (NAA) accredited

programs:0

21st Century Community Learning Centers (21st CCLC)

FY02 state formula grant

amount:\$1,522,706

Applications funded:

Data not available

Program locations:

Data not available

Licensing required?No

Notes and Sources

Demographics

Total population: *Demographic Profiles: Census 2000*, U.S. Census Bureau, as cited in *State Child Care Profiles*, National Child Care Information Center, available at: <http://nccic.org/statedata/statepro/index.htm>.

Number of children ages 5-12: *Census 2000 Summary File (SF-3) Sample Data*, Table P8, Sex by Age (79), U.S. Census Bureau.

Percent of students eligible for free and reduced-price lunch rate: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 10), National Center on Education Statistics, May 2003. Because data from School Year 2001-02 was unavailable for Wyoming, data from School Year 2000-01 was used. Data was unavailable for either school year for Arizona, Connecticut, and Tennessee.

Percent of K-12 students in Title I "schoolwide" schools: *Overview of Elementary and Secondary Schools and Districts: School Year 2001-02* (Table 9), National Center on Education Statistics, May 2003. The federal Title I program provides funding to local school districts and schools with high percentages of poor children to help ensure that all children meet challenging state academic content and student academic achievement standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

Child Care and Development Fund

The Child Care and Development Fund (CCDF) is the largest federal funding source for child care. States receive a funding allocation determined by formula and have broad flexibility to design programs that provide child care subsidies for low-income children under the age of 13 and to enhance the quality of child care for all children. Federal CCDF funding consists of mandatory, matching, and discretionary funds. Federal law requires that states spend at least 4 percent of their CCDF funds as well as additional earmarks on activities to improve the quality and availability of child care. CCDF administrative data in this and the following sections is from the U.S. Department of Health & Human Services, Administration for Children and Families, Child Care Bureau, as reported by States, unless otherwise noted.

FFY03 state MOE plus match: In order to receive Federal matching funds, a state must expend Maintenance of Effort funds. Note that this does not capture actual expenditures, only the minimum required to draw down all available federal funds.

FFY02 total quality expenditures: Many states spend more than the required minimum 4 percent on quality expansion activities. Note that this data includes FY02 funds expended for quality activities from each of the CCDF funding streams (mandatory, matching, and discretionary) and expenditures under earmarks for quality, infant and toddler, and school-age and resource and referral. This figure provides information obtained from state financial reports submitted for FY02. States continue to report on their expenditures of FY02 funds until expended; therefore, these numbers are subject to annual updates.

Uses of CCDF Earmarks and Quality Dollars for Afterschool: Portions of CCDF discretionary funds are earmarked specifically for resource and referral and school-age child care activities as well as for quality expansion. (These funds are in addition to the required 4 percent minimum quality expenditure.)

Maximum rate for school-age category: Rate listed applies to center-based care; where rates vary by region or county, the rate for the most populated urban area is given.

Standardized monthly school-age rate: Monthly rate for a child, age 8, in care after school during the school year at a center in the most costly district for four hours per day, 20 days per month. Calculated (in the lowest tier of a tiered system) using information from the FY2004-2005 State CCDF Plan, including rate structures, as submitted to the U.S. Department of Health & Human Services, Administration for Children and Families.

Temporary Assistance for Needy Families (TANF) and Child Care

In addition to spending TANF funds directly on child care, a state may transfer up to 30 percent of its TANF grant to CCDF. Expenditures represent TANF funds spent in FY02 that were awarded in FY02 and prior years. Data from the U.S. Department of Health and Human Services, Administration for Children and Families.

Program Licensing and Accreditation Policies

Ratio of children to adults in school-age setting: Data from National Resource Center for Health and Safety in Child Care, available at: <http://nrc.uchsc.edu>.

Number of NAA-accredited programs: Data from the National AfterSchool Association, April 2004, available at: <http://www.nsaca.org/accredited.htm>.

21st Century Community Learning Centers

The No Child Left Behind Act of 2001 converted the 21st Century Community Learning Centers' authority to a state formula grant. In past years, the U.S. Department of Education made competitive awards directly to school districts. Under the reauthorized law, funds will flow to states based on their share of Title I, Part A funds. States will use their allocations to make competitive awards to eligible entities. 1999, 2000, and 2001 grants will continue to be administered by and receive funding through the U.S. Department of Education.

FFY02 formula grant amount: Data from the U.S. Department of Education 21st Century Community Learning Centers Office. Available at: <http://www.ed.gov/about/overview/budget/statetables/04stbypr.xls>.

Applications funded: Data from *State Administration of the 21st Century Community Learning Centers Program*. Compiled by Learning Point Associates, September 8, 2003.

In 2003, the Child Care Bureau awarded a three-year technical assistance contract to The Finance Project and their partner, the National Governors Association Center for Best Practices, for the Afterschool Investments project. The goals of the Afterschool Investments project include:

- Identifying ways that states and communities are using Child Care and Development Fund (CCDF) subsidy and quality dollars to support out-of-school time programs, and sharing these practices and approaches with other states;
- Identifying administrative and implementation issues related to CCDF investments in out-of-school time programs, and providing information and context (about barriers, problems, opportunities) as well as practical tools that will help CCDF administrators make decisions; and
- Identifying other major programs and sectors that are potential partners for CCDF in supporting out-of-school time programs and providing models, strategies, and tools for coordination with other programs and sectors.

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The Afterschool Investments project's State Profiles are designed to provide a comprehensive overview of noteworthy State and local initiatives across the country. Inclusion of an initiative in the Profiles does not represent an endorsement of a particular policy or practice.